



is pleased to present

How one University does Inclusive Coursework: Strategies and Examples from University of Kansas

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KU TPE Program Overview

- Two-year, Non-degree seeking
- Person-Centered Plan Focused
- Undergraduate Certificate
 - 4 Required Courses
 - 4 Electives
 - Career Development Internships and Work-Based Learning focused
 - Enroll in a minimum of 6 credit hours each semester; 4 semesters total (fall & spring)
- Student Life
 - Social activities on campus
 - Opportunity to join student organizations/clubs
 - Live on-campus (optional)



Who are TPE Students?

- Have exited high school
- Range of previous academic experience
- Varying levels of confidence/self-efficacy
- Different career/work experiences & knowledge/self-awareness
- Previous limited opportunities to practice executive functioning skills
- Know what they like!
- ID/D + (e.g. ASD, low vision, seizure, mental health)



TPE Guiding Principles

- Start with *KU first*
- undergraduate course catalog
- Program coursework requirements
- Academic challenge & supports
- I do. We do. You do.
- 2X Individualization
- Accommodations + Adaptations



Accommodation vs. Adaptation

Accommodation: Note-Taker (AAAC)

Stress response: / eustress: staying awake at night b/c you're excited.
distress: when you appraise it as negative.
↳ It's not the thing that causes the way we view it, but how we appraise it.

The stress response:
↳ Look up this slide.

~~Emergency~~ Fight or Flight response:
↳ There is so much on this slide. You should look this up, b/c it tells a lot about how our body reacts.
↳ This is a survival response, so it needs to happen fast!

The **alteration of environment, curriculum format, or equipment** that allows an individual with a disability to **gain access to content and/or complete assigned tasks**. They allow students with disabilities to **pursue a regular course of study**.

Adapted from: <https://www.washington.edu/doit/what-difference-between-accommodation-and-modification-student-disability>

Adaptation: Guided Notes (KU-TPE)

The Stress Response

- All animals, including humans, have the ability to respond to emergencies they **perceive as** _____.
- The **sympathetic** _____ **system** [1/2 of the **Autonomic Nervous System (ANS)**] responds to activate the body to respond to a possible threat. This response is known as the " _____".
- The _____ (" _____ **or** _____" **response**) is a series of **physiological changes that occur in the body**.

Individualized **changes in the curriculum or how learning is evaluated**. Made for students with disabilities who may not be able to comprehend all of the **content in a course, or complete an assignment, participate, or take a test** at the level that is expected.

Adapted from: <https://www.washington.edu/doit/what-difference-between-accommodation-and-modification-student-disability>

Courses



- UNIV 101: Orientation Seminar
- ENGL 101: Composition
- PHMD 101: Intro. to Photography
- COMS 130: Public Speaking
- HSES 260: Personal & Community Health
- HSES 289: Intro. to Sports Management
- ABSC 160: Intro. to Child Development
- SW 303: Human Sexuality
- PYSC 105: Psychology
- EVRN 148: Intro to Environmental Studies
- THR 106: Acting I
- ART 121: Fundamentals of Printmaking
- AMS 100: Intro. to American Studies
- EPSY 210: Career & Life Planning
- SPED 667: Fieldwork Experience in Preschool

Accommodations/Adaptations Initial Steps

- Admit to KU
- Connect with Academic Achievement & Access Center (AAAC)
- Complete AAAC application
- Person-Centered Planning Meeting - Discuss course options
- KU Freshman Orientation (July) - Enroll in courses
- TPE staff contact department chairs/instructors re: courses
- Student Early Move In - Meet with AAAC to outline accommodations



Course Identification & Instructors

- Department Reach Out
- Meet with Department Chair
 - Determine “fit”
 - Identify instructor
 - Include instructor when possible at this first meeting
- Review syllabus
- Student decides enrolls once they have all information

Program of Study:

Communication Requirement: (3 Credit Hours Required- choose 1 from approved courses below)

_____ COMS 130: Speaker-Audience Communication (3 credit hours)

_____ ENGL 101: Composition (3 credit hours)

_____ THR 120: Public Speaking as Performance (3 credit hours)

_____ ART 101: Drawing (3 credit hours)

_____ JOUR 101: Media & Society (3 credit hours)

_____ JOUR 150: Stand & Deliver (3 credit hours)

Health & Wellness Requirement: (3 Credit Hours Required- choose at least 1 from approved courses below)

_____ HSES 260: Personal & Community Health (3 credit hours)

_____ HSES 330: Principles of Nutrition & Health (3 credit hours)
(Only offered in the evenings)

_____ SW 303: Human Sexuality in Everyday Life (3 credit hours)
(Only offered during Fall semester)

4 Elective Courses - Aligned with career goals and pathways (Minimum of 5 Credit Hours):

_____ Elective 1: _____ (__ credit hours)

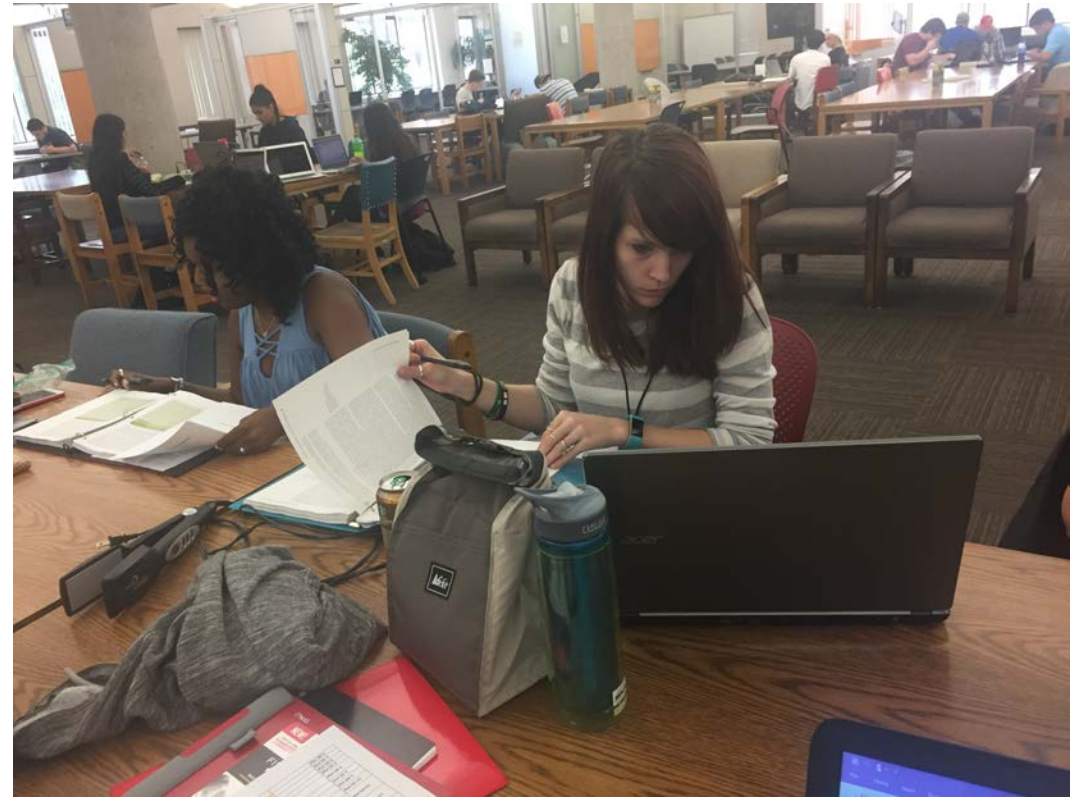
_____ Elective 2: _____ (__ credit hours)

_____ Elective 3: _____ (__ credit hours)

_____ Elective 4: _____ (__ credit hours)

Before and During Week 1

- UDL training for instructors
- Students meet with instructor
- Staff obtain course materials/books
- Unit Planning with Instructors
- Classroom observation
- Tutoring begins
- Weekly Academic Advising/Coaching meetings





Who uses UDL as a framework
for providing accommodations
adaptations?

Instructor UDL Training

- 2 sessions per semester - 2 hrs each
- Invite new and returning instructors
- Facilitating an inclusive classroom
- Discuss what is UDL
- Scenario Activities
- Discussion on how it applies to course
- On-going support & communication

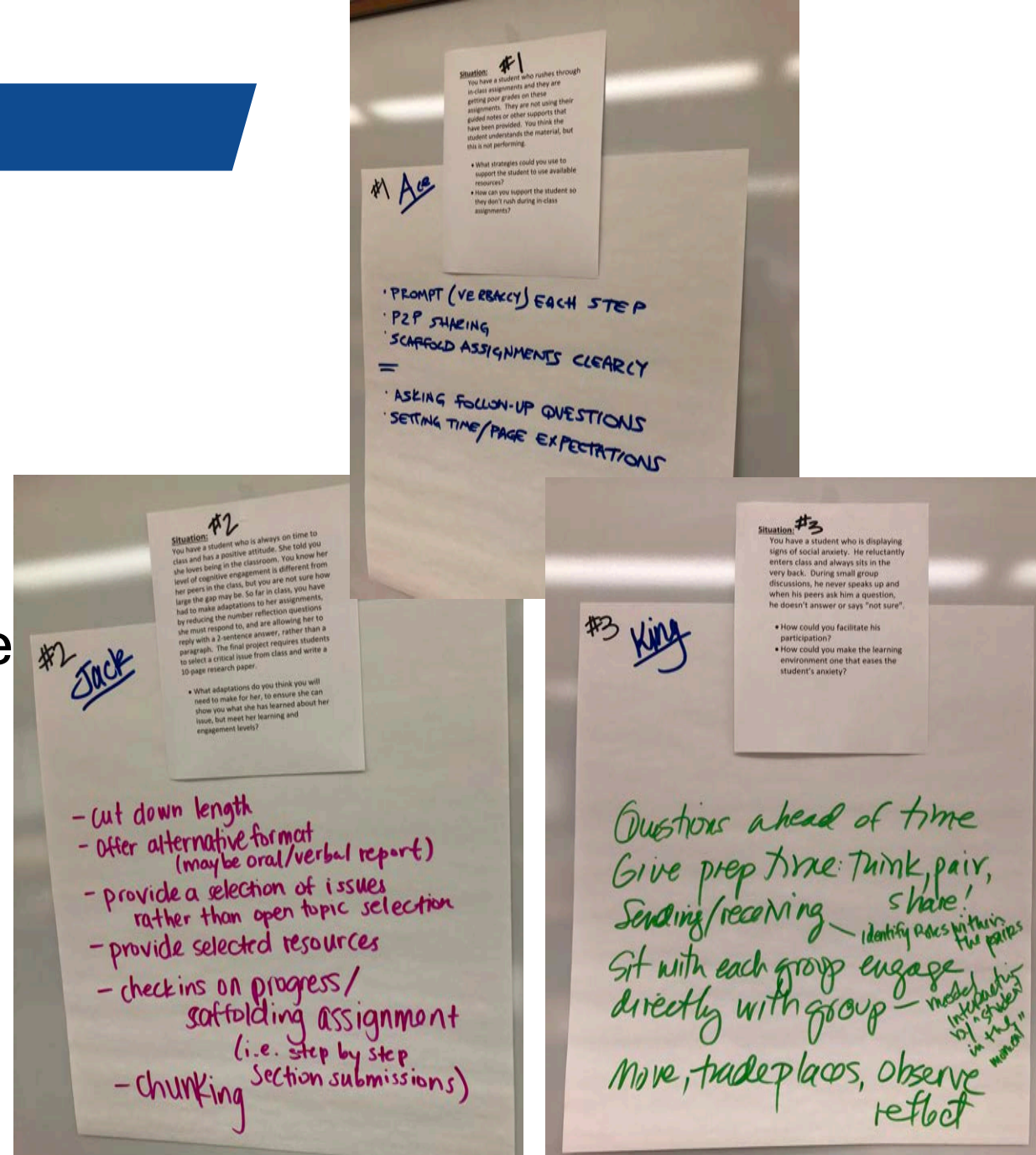
Key Web Resources

- CAST Main Website

<http://www.cast.org/>

- CAST UDL on Campus:

<http://udloncampus.cast.org>



Universal Design for Learning Training

Time	Event
9:45 - 10:00	Guest arrive – Pre-Survey
10:00 - 10:15	Welcome & Introductions Purpose/Outcome
10:15 – 10:20	Program Overview
10:20 – 10:30	Inclusion Video What is Inclusion Facilitating an Inclusive Learning Environment
10:30 – 10:50	What would you do? Scenarios In-Class Support & Interaction
10:50 – 10:55	What are Adaptations? Accommodations vs. Adaptation
10:55 – 11:40	Introduce UDL UDL Planning Form UDL: Engagement, Representation, Action & Expression including examples
11:45 – 11:50	Adaptive Release Note-taking Grading Unit Planning & Check In Process
11:50 - 11:55	Q & A session
11:55 – 12:00	Wrap-up Post-survey

Facilitating an Inclusive Learning Environment

Problem

Class needed to know about diverse learners without outing TPE student

Recommendation

- In syllabi include:
 - An inclusion statement
 - A brief statement about KU-TPE link to video
- 1st day of class address inclusion

Example Inclusion Statement:

HSES 260: Personal and Community Health

“THIS IS AN INCLUSIVE CLASSROOM

At KU, administrators, faculty, and staff are committed to the creation and maintenance of “inclusive learning” spaces. These are classrooms, labs, and other places of learning where you will be treated with respect and dignity and where all individuals are provided equitable opportunity to participate, contribute, and succeed.

In our HSES 260 classroom, **I want everyone to feel included and to be successful**, regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship, status, nationality and other diverse identities that we each bring to class.

Your success at KU and beyond is enhanced by the innovation and creativity of thought that inclusive classrooms facilitate. The success of an inclusive classroom relies on the participation, support, and understanding of you and your peers. We encourage you to speak up and share your views, but also understand that you are doing so in a learning environment in which **we all are expected to engage respectfully and with regard to the dignity of all others.**”

UDL Training Content

Help instructors to start thinking about ways to incorporate UDL into their courses

Addressing Variability in Learning

Representation: **WHAT** of learning

Does it provide options for Perception?

Task/Activity	Provide multiple means for students to access content:
Lecture	Videos, PowerPoint (including combination of images, audio, video, and text), field trips, supplemental notes
Readings	Textbook and/or Audiobook, Written Notes in place of textbook, Speech to text, Online links to other resources, outline from reading, Article Summaries

Addressing Variability in Learning

Action & Expression: the **HOW** of learning

Does it provide options for **Physical Action**?

Task/Activity	Provides Multiple means for students to practice and demonstrate their learning
In-Class Activities	<ul style="list-style-type: none">Exit Ticket, guided notes
Evaluation	<ul style="list-style-type: none">2 Essay Questions on exam: student chooses which to answerFinal Paper: student choice of media; traditional essay, blog, <u>v</u>bog, PowerPoint Presentation, etc.

Addressing Variability in Learning

Engagement: the **WHY** of learning

Does it provide options for **Recruiting Interest**?

Task/Activity	Provide multiple means for students to engage
Lecture	Classroom discussions (insert different types of discussion formats here), hands on training, Interactive Platforms (i.e. Kahoot, Top Hat)
In-Class Activities	Small group activities, service learning projects
Evaluation	Reflective Journal Entries, Group Projects

What would you do?

1. Read the scenario
2. Write down as MANY ideas you can think of



Group Activity: Scenario

- Practice one as a group
- Break out into small groups/partner work
- Share out (Think, Pair, Share)
- Stress importance of visuals
- Talk about eliminating barriers like assigning groups/partners

In-Class Support and Interaction

Facilitating discussions for participation

- Set clear guidelines and expectations for participation. Be explicit.
- Assign groups when possible.
- Are there alternative ways students can participate?

Visuals

- Providing students multiple ways to access details of assignment is helpful.

Tips for Instructors

Classroom Discussion Techniques

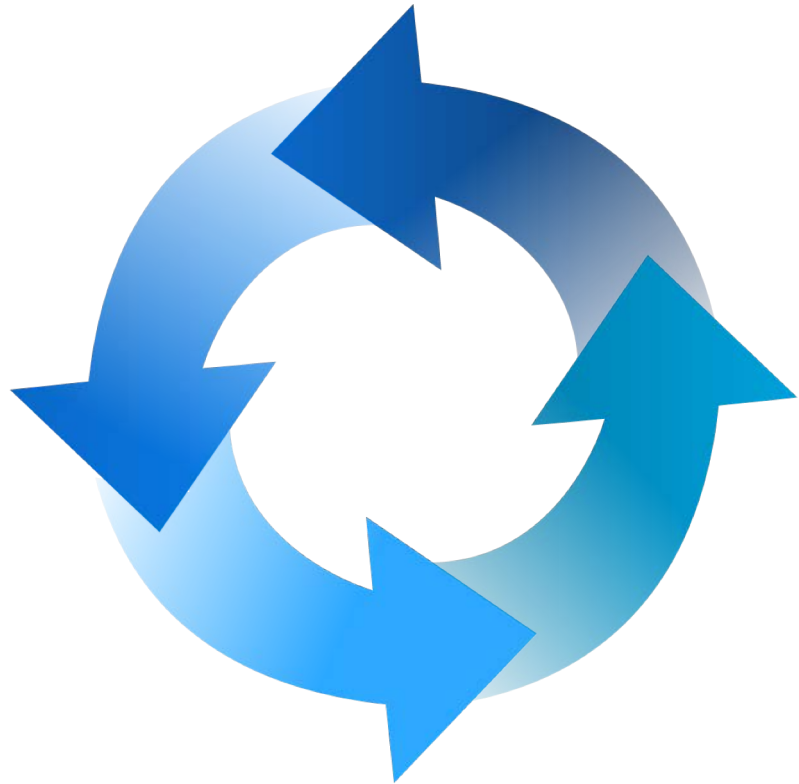
Setting the Student Up for Success During Classroom Discussions

Listed below are some techniques to set student's up for successful participation in classroom discussion.

Idea	Description	Ideas
Prepare Students to Participate	Sometimes it can be difficult for students to come up with an answer quickly during a classroom discussion. Help these students by allowing them to prepare for participation in advance.	<p>Send the student a list of discussion questions or prompts one day in advance of class.</p> <p>Send the student one question one day in advance of class. Tell them to prepare to answer that question during the coming class session.</p> <p>During classroom discussion, ask the class a question. Provide the students with a few minutes to jot down a few notes. After students have had a few minutes to gather their thoughts, ask them to share their answers with the class.</p>
Get Students Talking	Sometime students don't like saying anything during class, let alone something meaningful about the course content. Help these students by	At the beginning of class, write an icebreaker question on the board and

UDL Collaborative Planning

- Syllabus Review & Discussion
- Identify essential learning outcomes



- Accommodations vs. Adaptations
- Development of Adaptations
- General vs. Specific Adaptations

UDL Unit Planning Form

Course Name: _____ **Meeting Date & Time:** _____
Instructor: _____ **Unit Topic/Theme:** _____
Day & Time: _____ **How Many Class Session in Unit:** _____

Unit Goals/Learning Objectives:

Task/Activities:

Lecture	<input type="checkbox"/> Verbal, No visuals <input type="checkbox"/> PowerPoint <input type="checkbox"/> Other: _____	<input type="checkbox"/> Videos <input type="checkbox"/> Audio Recording <input type="checkbox"/> Books	<input type="checkbox"/> Guest Speaker <input type="checkbox"/> Field Trip <input type="checkbox"/> Journal Article(s)
Readings	<input type="checkbox"/> Textbook (hardcopy, online version only, choice) <input type="checkbox"/> Online Platform (e.g. Revel, Launchpad)	<input type="checkbox"/> Readings Posted to Blackboard <input type="checkbox"/> Website(s) <input type="checkbox"/> Other: _____	
In-Class Activities	<input type="checkbox"/> Small Group Discussion (discussing a topic in class) <input type="checkbox"/> Small Group Activity (working together in class) <input type="checkbox"/> Interactive Online Platform: (e.g. Top Hat, i-clicker, Kahoot)	<input type="checkbox"/> In-Class Writing Prompt <input type="checkbox"/> Worksheet <input type="checkbox"/> Pop Quiz	<input type="checkbox"/> Quiz <input type="checkbox"/> Exit Ticket <input type="checkbox"/> Participation Points <input type="checkbox"/> Paper Survey or Poll <input type="checkbox"/> Other: _____

Evaluations	<input type="checkbox"/> Unit Exam: _____ <input type="checkbox"/> Midterm Exam: _____ <input type="checkbox"/> Final: _____ <input type="checkbox"/> Online Quiz (e.g. Blackboard, Revel, Launchpad) Frequency: _____ <input type="checkbox"/> Case Study <input type="checkbox"/> Other: _____	<input type="checkbox"/> Short Essay (<1 page) <input type="checkbox"/> Paper: _____ Page Length: _____ <input type="checkbox"/> Journal Entry/Reading Response(s) Frequency: _____ <input type="checkbox"/> Worksheet <input type="checkbox"/> Outline/Speech <input type="checkbox"/> Attendance @ Event & Reflection	<input type="checkbox"/> Group Work: <input type="checkbox"/> In class <input type="checkbox"/> Outside of class <input type="checkbox"/> Partners <input type="checkbox"/> > than two Assigned roles: <input type="checkbox"/> Yes <input type="checkbox"/> No End product: <input type="checkbox"/> PowerPoint <input type="checkbox"/> Paper <input type="checkbox"/> Video/Media <input type="checkbox"/> Other: Peer to Peer Reviews: <input type="checkbox"/> Yes <input type="checkbox"/> No
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Adapted Goals and/or Learning Objectives:		
Adapted Lecture Materials:		
Adapted Reading Materials:		
Adapted In-Class Activities:		
Adapted Evaluations:		
Instructor Responsibilities:	KU TPE Staff Responsibilities:	Student Responsibilities:

Communicating with Instructors

Unit Planning & Check In Process

In-Person Planning Meetings:

- **Two** in person meetings per semester
 - One at **beginning** and One **midway through semester**
- Opportunity to look at specifics of the course and make a plan to fit the TPE student's needs
- Sign up sheet going around room
 - Will send outlook calendar invite

Email Check In:

- Sent out monthly
- Will include a few check in questions on the student's progress
- Looking for both concerns but also what is going well

***If more communication is needed Georgia will be available beyond what is outlined**



Grading

Certificate vs. Degree Seeking

- KU TPE student expectations are different
- Grading “too easy” vs. “too hard”
- Adapted assignment - check for understanding

Additional Supports When Needed

- KU TPE student is struggling to understand material or take exam
- Examples: Retaking the exam, correcting for partial credit, doing a presentation for extra points

Original EPSY 210 Rubric:

Criteria	5	4	3	2	1
Identification & Description of Major(s) ____/5	Major(s) is appropriate to identified interests and thoroughly researched; information about major is from reliable sources and accurate	Major(s) is appropriate to identified interests; information appears to be reliable and accurate but lacks thoroughness	Major(s) is appropriate to identified interests; information is lacking in specifics and from only general sources (e.g., website)	Major(s) is loosely associated with identified interests; information is vague and lacks thoroughness	Major(s) is loosely associated with identified interests; information lacks accuracy and is based on possibly unreliable sources
Addressing Writing Prompts ____/5	Addresses each writing prompt thoroughly; demonstrates understanding of the text and concepts discussed in class	Addresses almost all of the prompts; demonstrates understanding of the text and concepts discussed in class	Addresses most of the prompts; answers indicate an effort to make connections to the text and concepts discussed in class	Addresses less than 1/2 of the prompts; answers are vague in relationship to the text and concepts discussed in class	Addresses only 1 or 2 prompts minimally; responses do not reflect an understanding of the text or concepts discussed in class
Depth of Reflection ____/5	Answers demonstrate critical thinking about oneself relative to the prompts and indicate significant insight gained about the topic	Answers demonstrate critical thinking about oneself and provide some insight gained about the topic	Answers show evidence of thoughtful answers but provide minimal insight		
Following Guidelines ____/5	Written response is an appropriate length (1 page – 500-600 words), written in cohesive paragraphs	Written response is slightly short, but does follow paragraph format and is cohesive	Written response noticeably short (300 words); OR does not follow paragraph format		
Writing Conventions (Grammar, Punctuation, Spelling) ____/5	Reflection is well-written, organized, easy to read and understand, and has few, if any, grammar and punctuation errors	Reflection is well-written, easy to read and understand; has a few grammar and punctuation errors (i.e. misspelled words, capitalization errors, run-on sentences, fragments, etc.)	Reflection noticeably less than 1/2 of the prompts; answers are vague in relationship to the text and concepts discussed in class		

Adapted Rubric:

Points: 25 points

Grading Rubric – Exploring KU Majors

1. Basics: You Answered basic information you found about the major: <ul style="list-style-type: none"> – Listed the Major – Listed School or college – Listed Office location – Listed 2 courses you are interested in – Listed 3 things you learned about the major 	5
2. Career Options: You Answered the following regarding information around career options: <ul style="list-style-type: none"> – What kinds of careers or jobs do people with this major have? – What do you like about the careers for this major? – What do you dislike about the careers for this major? 	5
3. Core Interests or Foundation Themes - Chapter 9: You showed an understanding of your core interests or foundation themes by answering the following questions: <ul style="list-style-type: none"> – Listed your core interests or foundation themes – Described how this major connects to your core interests or foundation themes 	5
4. Overall Impression: You reflected on your overall impression of this major: <ul style="list-style-type: none"> – Explained why you are interested in this major – Described the positive aspects of this major? – Talked about what you DO NOT like and Why you didn't like it – Described how likely you are to try this major/career path and explained <u>Why</u> or Why Not? – Talked about what else you could do to learn about this major or career path. 	10
Total Points	25

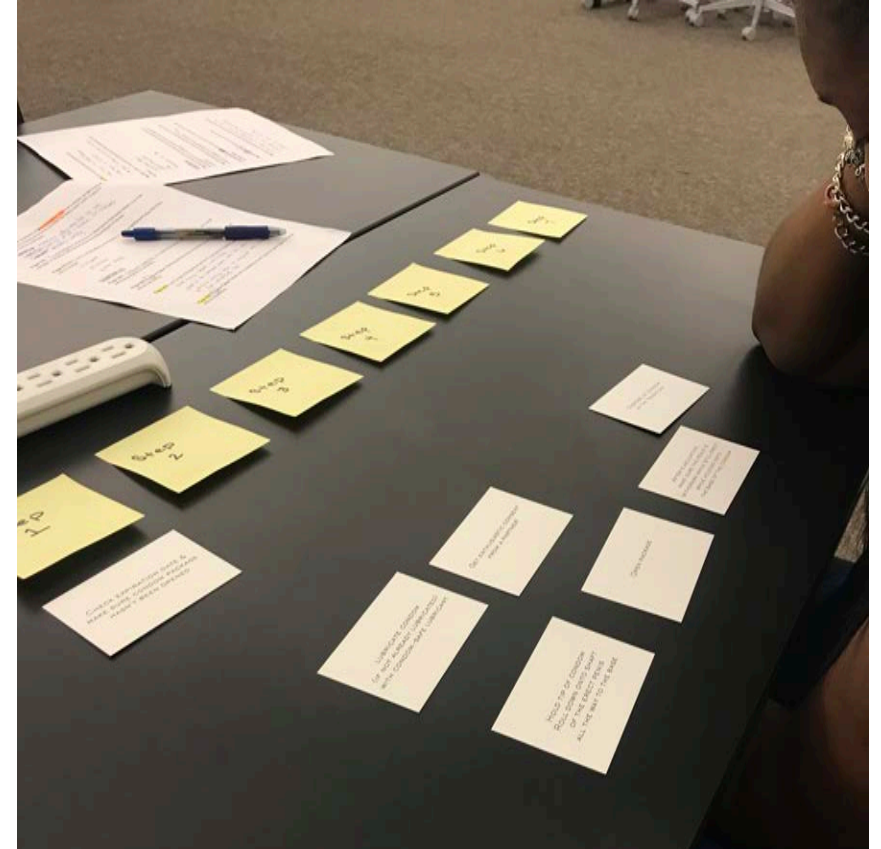
Poll - Adaptations



Adaptation Examples

Possible Test Adaptations

- “Chunk” out by chapter
- Reduced stem
- Reduced answer choices
- Use of study guide during test
- Verbal responding to essay question
- Card sort for essay question
- Same questions but reduced number



Adaptation Examples:

Original Review:

EXAM TWO Review exam = 100 points/ 75questions

EXAM 2 REVIEW (Chapter 1) [23 questions]

- Health terms
- Wellness definition & goal of
- Health factors under/outside your control
- Social determinants of health
- Cultural effect on health & terms
- Health concerns of ethnic minorities
- Who are we?
- Creating/Benefits of a family tree (knowing your genetic history)
- With whom should you share the info?
- What things warn you there might be a genetic link?
- Genome project- is race genetic?
- Mutation
- Alleles
- Dominant vs Recessive
- Autosomal disorders
- Multifactorial disorders
- Sex linked disorders – X OR Y chromosome
- Genetics & Personality (Temperament)
- Transtheoretical Model (TTM)
- TTM stages & characteristics
- Health Belief Model
- Self-Efficacy
- Behavior change contracts
- SMART goals
- Health research -- Correlation studies, Double blind studies

EXAM 2 REVIEW (Chapter 3) [10 questions]

- Benefits of friendship – stress, self esteem, ...

Adapted Study Guide:

HSES 260- Exam 2 Part 1 Study Guide

Chapter 1: Self, Family, and Community

1. **Define** Health: _____

2. **Define** Wellness: _____

3. The primary goal of _____ is the ability to achieve which of the following?
 - a. The highest possible quality of life
 - b. Greater control over lifestyle decisions
4. Which aspect of personal health is most within your control and can be modified?
 - a. Genetic Factors
 - b. Behavioral Factors (Lifestyle)
 - c. Environmental Factors
5. Race is _____ constructed and has _____ biological basis (Hint: race isn't based on genetics).
6. Three broad aspects of temperament (personality traits) are _____, _____, and _____. These tendencies develop _____ to be environmental (Hint: means we are born with them).

Adaptation Examples:

Original Exam:

ENTER THIS NUMBER ON THE ANSWER SHEET
TEST CODE (111111)

EXAM TWO HSES 260 Personal and Community Health
TOTAL 75 QUESTIONS WORTH ONE (1.33) POINTS EACH. Dr. Phil Lowcock
Fall 2017

IDENTIFY THE **ONE CORRECT** ANSWER FOR EACH QUESTION.

- The primary goal of wellness is the ability to achieve
 - freedom from disease.
 - a multicultural view of health.
 - the highest possible quality of life.
 - greater control over lifestyle decisions.
- The aspect of personal health that is most within your control is
 - genetic inheritance.
 - human biology.
 - lifestyle.
 - environment.
- What is the purpose of creating a family health tree?
 - to discover your personal health risks and strengths
 - to identify environmental factors that influence your health
 - to illustrate patterns of childrearing in your family
 - to estimate your life expectancy
- When a change occurs in a gene, it is called a(n) _____.
 - recessive gene
 - allele
 - mutation
 - chromosomal disorder
- Alternative forms of the same gene are called _____.
 - recessive genes
 - alleles
- Lifestyle habits contribute to the risk posed by these disorders.
 - autosomal recessive disorder
 - autosomal dominant disorder
 - multifactorial disorder
 - chromosomal disorder
 - sex-linked disorder
- Two copies of the disease-causing allele are required for this sort of disease to be present.
 - autosomal recessive disorder
 - autosomal dominant disorder
 - multifactorial disorder
 - chromosomal disorder
 - sex-linked disorder
- Courtney's mother and sister both recently developed breast cancer. Sally's aunt and sister-in-law both recently developed breast cancer. Courtney is likely to have a higher genetic risk of breast cancer than Sally.
 - True
 - False
- In the United States, poor health outcomes are associated with environmental pollution, low educational attainment, and poverty.
 - True.
 - False.
- It can be a good idea to share your family health tree with your health care provider (physician).
 - True
 - False
- Research suggests that our core temperament (personality) traits are inherited at conception.
 - True
 - False
- Charlie's sister lectures him daily about the threat that his smoking poses to his health. She argues that, if he quits, he would improve both his health and his athletic performance. Charlie knows his sister is right, but according to the Health Belief Model, he will only quit smoking if
 - he thinks he can and that it will be worth the effort.
 - others also criticize his smoking.
 - his sister stops lecturing him.
 - he develops an occasional cough.
- Genetics cannot distinguish one race of people from another.
 - True
 - False

Adaptation Examples:

Adapted Exam:

EXAM TWO [Part 1] HSES 260 Personal and Community Health

Dr. Phil Lowcock
Spring 2018

IDENTIFY THE **ONE CORRECT** ANSWER FOR EACH QUESTION.

Chapter 1: Self, Family, Community

- The **primary** goal of wellness is the ability to achieve
 - freedom from disease.
 - a multicultural view of health.
 - the highest possible quality of life.
 - greater control over lifestyle decisions.
- The aspect of personal health that is **most** within your control is
 - genetic inheritance.
 - human biology.
 - lifestyle.
 - environment.
- Courtney's mother and sister both recently developed breast cancer. Sally's aunt and sister-in-law both recently developed breast cancer. Courtney is **likely** to have a **higher** genetic risk of breast cancer than Sally.
 - True
 - False
- Research suggests that our core temperament (personality) traits are inherited at conception.
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- Charlie's sister lectures him daily about the threat that his smoking poses to his health. She argues that, if he quits, he would improve both his health and his athletic performance. Charlie knows his sister is right, but according to the Health Belief Model, he will only quit smoking if
 - he thinks he can and that it will be worth the effort.
 - others also criticize his smoking.
 - his sister stops lecturing him.
 - he develops an occasional cough.
- Genetics cannot distinguish one race of people from another.
 - True
 - False
- Behavior change plans which include strategies for dealing with potential barriers to change are more likely to lead to successful life changes.
 - True.
 - False.
- Which of the following best illustrates a SMART goal?
 - I will eat my meals on time and limit myself to one snack daily.
 - I will get more exercise in the new year.
 - I will make smart health choices in each major life activity.
 - I will avoid situations where I am tempted to eat junk food.

Word Bank:

- Primary:** main / first
- Developed:** got
- Inherited:** genetic / born with
- Conception:** when the sperm & egg meet
- Distinguish:** identify / label
- Intend:** plan / try
- Illustrates:** explains / states
- Heightened:** better / greater
- Impaired:** harmed
- Vigorous:** active / intense
- Induces:** leads to

Adaptation Examples:

Honors Psychology News Story Project Instructions

Psychologists frequently appear on news programs to talk about the latest research or issue that is of interest to humankind. In this assignment you will work with your team to produce a news program that interviews two experts on opposing sides of an issue. Your team will work together to write a script for the news program and then act out and video the program for submission. Final videos should be approximately 7-10 minutes in length and will be submitted on Bb for grading and for other teams to peer review.

Team Roles:

1. Host of news program
2. Expert for the YES side
3. Expert for the NO side
4. Director
5. Videographer (if there are 5 team members)

Responsibilities to consider: Note that this list suggests how to divide the work among team members, but to ensure a quality product, all members should work together and help each other!

- HOST of news program
 - Read the articles and become fluent about the issue and the two opposing sides. Summarize your thoughts so you can share your notes with your team.
 - Introduce and summarize the issue at hand. Make sure you draw connections between the issue and the “real world.” Why should people tune in to watch the program? Why should they care about this issue? How can you make it relevant to a non-psychology audience?
 - Writing responsibilities: Intro, summary, conclusion, as well as questions to prompt your Experts for each side (provide those questions to Experts so they can formulate responses)
- EXPERTS, one for each side (YES and NO)
 - Read the articles and become fluent about the issue and the two opposing sides. Summarize your thoughts so you can share your notes with your team.
 - You will take on the role of one of the authors for your side (YES or NO) for the interview. What is your position? Summarize the main points you want to discuss. What evidence is there in support of your position? How will you refute the opposing position?
 - Writing responsibilities: Analysis and Response section of the script. Write your main points that you want to discuss and evidence to back your claims, but you will also need to answer any questions the Host plans to ask you. Work with your partner Expert to develop a back and forth conversation where you discuss, debate, and refute each other’s claims.
- DIRECTOR
 - Read the articles and become fluent about the issue and the two opposing sides. Summarize your thoughts so you can share your notes with your team.
 - Responsible for the overall flow of the program. Help to coordinate the combining of scripts between the Host and Experts. Work to develop good transitions between topics or questions.

Setting Roles for Group Project Example

- VIDEOPHOTOGRAPHER (if only 4 team members, responsibilities must be absorbed by the Director and/or others)
 - Read the articles and become fluent about the issue and the two opposing sides. Summarize your thoughts so you can share your notes with your team.
 - Video and edit the production. Submit the final product for grading. Adhere to guidelines regarding length of the video, file type/size, etc.
 - Writing responsibilities: Help with edits (think Peer Review!) for both the Host and Experts. Assist in combining the script into a coherent whole that will flow well as an overall conversation.

Adaptation Examples:

*KU TPE staff worked with Instructors to identify source before class

Original In-Class Assignment:



Source Evaluation Worksheet

Name: _____

Part 1:

Use the source distributed to you to complete this worksheet. In some situations, the source may not provide everything you need to complete this evaluation. You may use a computer to locate additional information about the source and its author(s). This worksheet is worth 5 points out of a total of 100 points for the Information Literacy Unit.

Source Title:

Article Title (if applicable):

Publication Date:

Publisher:

Author(s) or Editor:

What are the author's credentials? Scholar Journalist Other _____

How do you know?

What is the purpose of this source?

Using the vocabulary used in the modules you completed for homework, describe what kind of source this is.

Which source type is the best fit for this source? (Scholarly Journal, Scholarly Book, Non-Scholarly Periodical, Non-Scholarly Book, Website/Social Media, Other (Government Document, Data, Image, Photograph, Archival Document))

Adapted In-Class Assignment:



Source Evaluation Worksheet

Name: _____

Part 1:

Use the source distributed to you to complete this worksheet. In some situations, the source may not provide everything you need to complete this evaluation. You may use a computer to locate additional information about the source and its author(s). This worksheet is worth 5 points out of a total of 100 points for the Information Literacy Unit.

Question	Answer
Source Title:	
Article Title (if applicable):	
Publication Date:	
Publisher:	
Author(s) or Editor:	
What are the author's credentials?	Scholar Journalist Other:
How do you know this is the author's credentials?	
What is the purpose of this source? / what is the source trying to tell its readers?	
Circle the correct answer	
What kinds of source is this?	Primary source Secondary Source Peer Reviewed

Adaptation Examples:

9 page Journal Article

JOURNAL OF AMERICAN COLLEGE HEALTH, VOL. 59, NO. 7

The State of Sleep Among College Students at a Large Public University

Kathryn M. Orzech, PhD; David B. Salafsky, MPH; Lee Ann Hamilton, MA, CHES

Abstract, Objective: Data about college student sleep were collected and used to develop an education campaign to improve sleep. **Participants:** On-campus residents at a large state university were surveyed on 4 occasions, October 2005 to April 2007. Sample size was 675 to 1,825 students. Fall 2005 mean age = 18.5 years, *SD* = 1.03 (range 18–30) years. Initial survey included 935 males and 1,859 females (2005–2006). Matched pairs data (2006–2007) included 91 males and 107 females. Twenty-six males and 22 females participated in interviews. **Methods:** A survey administered online included the Pittsburgh Sleep Quality Index, along with an 8-question in-person interview. **Results:** Poor sleep interacted with academics and mental health, and an education campaign positively affected student sleep. **Conclusions:** Teaching students how to effectively manage sleep can improve their well-being. Sleep may also be a gateway topic for health care professionals to address sensitive health issues such as depression.

Keywords: college students, health, residence hall life, sleep, stress

Sleep is an important and common thread weaving through the fabric of health for young adults. Although common knowledge tells us that the average college student does not get enough sleep, there is limited research supporting this hypothesis. In recent years, the importance of sleep in all age groups has come to the forefront of scientific and popular literature in the United States. The National Sleep Foundation reports that insufficient sleep can be damaging and even life-threatening. Research has linked lack of sleep with increased accidents and morbidity.¹ Inadequate sleep also contributes to decreased cognitive, psychomotor, and emotional functioning.

College students are well known for their erratic sleep schedules and late bedtimes. Depending upon the study, 25% to 50% of college students report significant levels of daytime sleepiness,^{2,3} which may interfere with the performance of daily tasks such as driving and academics.^{4,5} According to the Fall 2009 National College Health Assessment, 20% of college students in a nationwide survey reported sleep difficulties as a factor affecting their individual academic performance, ranking them second behind “stress.”⁶ In addition, research has shown that students with the highest level of academic performance went to bed and got up earlier than their low-performing peers.⁷ Part of the problem with sleep may be that students, especially in their first year, may not yet know how to balance their schedules and effectively manage stress. Away from their home environment with parents enforcing curfews, college students have control over choosing to stay up late as well as deciding whether they will attend morning classes.

Recent research also shows that sleep and alcohol use are often related in college students. Lund and colleagues⁸ report that poor-quality sleepers reported drinking more alcohol than optimal-quality sleepers and were twice as likely to use alcohol to induce sleep as better sleepers. Singleton and Wolfson⁹ also found that students who drank more alcohol went to bed later, slept less, and showed greater differences between weekday and weekend sleep timing and duration. This is significant because research has shown that students who do not adhere to a regular bedtime and rise time schedule are more likely to be poor sleepers.⁹

Previous studies have documented that female students generally have poorer sleep patterns than males and suffer more consequences as a result. Although the average college student exhibits some form of sleep disturbance, women report more disturbances than men.¹⁰ These women

Adaptation: 2 page Summary

Summary: *State of Sleep Among College Students at a Large Public University*

Article title: *State of Sleep Among College Students at a Large Public University*

Journal: JOURNAL OF AMERICAN COLLEGE HEALTH, VOL. 59, NO. 7

Authors: Kathryn M. Orzech, PhD; David B. Salafsky, MPH; Lee Ann Hamilton, MA,

Introduction/ Other Scholarly conversation

According to the Fall 2009 National College Health Assessment, 20% of college students in a nationwide survey reported sleep difficulties as a factor affecting their individual academic performance, ranking them second behind “stress.” In addition, research has shown that students with the highest level of academic performance went to bed and got up earlier than their low-performing peers. Part of the problem with sleep may be that students, especially in their first year, may not yet know how to balance their schedules and effectively manage stress.

Recent research also shows that sleep and alcohol use are often related in college students. Lund and colleagues report that poor-quality sleepers reported drinking more alcohol than optimal-quality sleepers and were twice as likely to use alcohol to induce sleep as better sleepers.

Previous studies have documented that female students generally have poorer sleep patterns than males and suffer more consequences as a result. Poor-quality sleep has negative effects on physical health, and may also make students feel more tense, irritable, anxious, depressed, angry, and confused.

Objective: Data about college student sleep were collected and used to develop an education campaign to improve sleep.

Three components of this research/Research Question:

- (1) Examination of sleep issues using an established sleep assessment (numbers & stats as a result of the survey)
- (2) In-depth interviews with students to discover detailed facts about day to day life as it relates to sleep
- (3) A health media campaign designed to bring concise sleep hygiene education to on campus residents at a large southwestern, public university.

Methods

Participants: On-campus residents at a large state university most students were 18 years old. Number of students that took the survey:

Year	2005-2006	2006-2007
Female students	1859	935
Male students	107	91

26 males and 22 females participated in the in-person interviews.

Dr Orzech is with the Department of Psychiatry and Human Behavior at Brown University in Providence, Rhode Island. Mr Salafsky and Mr Hamilton are with the Department of Health, Behavior, and Society at Johns Hopkins University.

Adaptation Examples:

Original Assignment Directions: JOUR 101 Media Blog Post

J101 Media Blog Post: Assignment & Instructions

University of Kansas with Eric Thomas

What:

Blog posts are staple of the internet, where the strict rules of academia about works cited pages and formal headings don't apply. Blog writing shouldn't sound like a term paper, research proposal or dissertation. So, what should it sound like?

A blog post should instead sound like you. The word choices should be your authentic language. The rhythm should resemble how you talk. Your humor, insights, culture, worldview . . . they should all be there. Your blog post should read like you talk when you are most interesting and informed.

That is NOT to say that it should be so informal as to showcase confused spelling, lazy editing and last-minute thinking. A blog post should not read like you talk when you have been drinking.

Potential overall pitfall: Most of you have been trained through your entire academic career to write the miserable and dreaded "five-paragraph essay." Cast off the yoke of crappy high school writing! Let it end here. There is no requirement to have introduction, three supporting paragraphs and a conclusion. Instead, focus on making brilliant points, providing excellent examples. Leave your reader impressed.

For this writing, you have a choice from two prompts . . .

Choice #1: Close Analysis of a Extraordinary Media Artifact

Go find an artifact from the media that you would not normally seek out. If you are all about Disney princesses, go listen to Insane Clown Posse. If you think "Lady Bird" is the best movie of 2017, go watch some WWE. If you love Lil Pump, it's time to listen to Florida Georgia Line. Or vice versa. Challenge yourself by finding something *extraordinary to your usual media diet*. But choose something specific: a single song, a commercial, an episode, an article, a music video . . . not an entire movie, album, season of a show or cable channel.

Then dive deep on it, just like we did in class with different close analyses. Consider the words, sounds, images, colors and effects. Use the media artifact as your text and read deeply. You should dissect the artifact using the process that we used in class. And your writing should be descriptive and specific.

Use the guide on pages 28 and 29 of your textbook to guide your writing of a five-to-six paragraph blog post. **Consider this your question:** In deeply considering this extraordinary media artifact, what messages did the creator intend, how are those messages expressed and what is your evaluation of those messages?

Potential pitfall of this prompt: You are not necessarily writing a review. Your job is not to express your taste through liking or disliking the artifact. (It's unlikely that you will "like" it: you are writing about media that you have likely intentionally ignored for years.) Instead of expressing your preference, you are seeking to explore new media and be exposed to new -- potentially revolutionary, distasteful and/or confusing -- messages. This is not a thumbs-up, thumbs-down prompt. This is not Rotten Tomatoes.

Choice #2: Journalism triangle

Choose a media event -- something consequential enough that three wildly different media outlets have covered it. Examples: the Trump inauguration, the Super Bowl, the sex scandal of Missouri governor Eric Greitens. But find something more current. You get it, right?

But here is the challenge: find coverage of that event from three very different media outlets. For instance, consider reading about the Trump inauguration on Breitbart News, Jezebel and The Ringer. Each would provide three very different lenses.

Then, dissect how each of the three outlets covered the event. Consider word choices. Consider the sources they interviewed. Consider what wasn't in the coverage. Consider the design, visuals and even font. Consider everything. Tear those stories apart searching for meaning. **Consider this your question:** After comparing the coverage of three media outlets, how similar or different is their coverage? And what do those similarities or differences say about journalism in 2018? Plan to write five-to-six paragraphs about your chosen topic.

Potential pitfall of this prompt: Don't be lame and choose three legacy media sources (New York Times, Washington Post & Wall Street Journal). Read voices that are outside the norm. Your writing will be *more lively* after you encounter new voices.

When:

You may complete it *anytime* before, but the deadline is 11 p.m., April 19.

Where:

To post your work, log on the course Blackboard site with your KU user name and password: <http://courseware.ku.edu>. Look on the left side of the page. Click on the "Assignments" tab. Next, click on the course blog on the left side of the page. You can post your work there. If you don't post by 11 p.m. April 19, the computer will lock you out, and you won't be able to get a grade.

It's possible to write your blog entry directly in the box **but don't do that**. Instead, **save your blog entry in a PDF**, then attach. Save a copy of the document, with the date you created it, in case something goes wrong on Blackboard.

Why?

To help you understand some of the differences and similarities in media and media users and to apply the ideas of mass communications to specific topics.

Why?

With the blog assignment, you'll receive an **A (50 points)** if you did the assignment correctly and thoroughly. You'll receive **partial credit (20 points)** if you did the minimum work required. **You'll receive a 0** if you don't turn in the assignments on time. To get a grade, you must post. If you don't, you'll get a 0.

Here's how your work will be evaluated:

- **50 points** – The blog entry is clearly written and organized. It shows careful thought and analysis. It answers the questions outlined in the assignment directions. It shows creativity and originality. Anyone reading this blog would find it informative and entertaining. There are no grammar and spelling mistakes.

Adaptation Examples:

PowerPoint Presentation Template:

Simplified Directions & Guided Questions:

JOUR 101: Media Blog Post- Adapted
Option #2: Journalism triangle
DUE: April 19, 2018

IMPORTANT: BEFORE SUBMITTING MAKE SURE TO SAVE AS A PDF
-To upload to Blackboard it must be a PDF

Directions:

Watch the following two commercials then **pick ONE** to write about.

1. <https://www.youtube.com/watch?v=CxGUmRLm5g> (Budweiser)

OR

2. <https://www.youtube.com/watch?v=J6-8DQALGt4> (Amazon Alexa)

Blog Format:

- 1 page (600 words or less)
- Double spaced
- Does NOT need to be formal
- Do NOT try to impress him with big words
- Write like you would talk (He wants it to be conversational)
- Try not to use "I" too much

Questions to think about when writing your blog:

Paragraph 1:

- What product is this commercial selling?
- Do you think this commercial is likely to sell more of its product because of this commercial? Why or why not?

Paragraph 2:

- What do you think is the overall message of this commercial?
- How do you know this?

Paragraph 3:

- What is the current issue or popular trend this commercial is about?
- What might be some reasons people would NOT like this commercial?

Super Bowl Commercial Review

PART 1 - Video Review:

- ▶ Watch these 2 Super Bowl Commercials
- ▶ Budweiser: <https://youtu.be/CxGUmRLm5g>
- ▶ Amazon Alexa: <https://www.youtube.com/watch?v=J6-8DQALGt4>

Make a decision...

- ▶ Now pick 1 commercial to complete the rest of the assignment.
- ▶ List the commercial you picked here:
- ▶ Watch the commercial you picked **AGAIN**

Adaptation Examples:

Graphic Organizer Adaptation: JOUR 101 Media Blog Post

JOUR 101: Media Blog Post- Adapted

Option #2: Journalism triangle
DUE: April 19, 2018

IMPORTANT: BEFORE SUBMITTING MAKE SURE TO SAVE AS A PDF
-To upload to Blackboard it must be a PDF

PART 1 - Article Review:

- Read the following 3 articles
 - Helpful Hint: print out the articles and make notes on each one
1. **Fox News:** <http://www.foxnews.com/us/2018/03/20/operator-self-driving-uber-vehicle-that-killed-arizona-pedestrian-was-felon-report-says.html>
 2. **CNN:** <http://money.cnn.com/2018/03/20/news/companies/self-driving-uber-death/index.html>
 3. **VOX:** <https://www.vox.com/science-and-health/2018/3/19/17139868/self-driving-uber-killed-pedestrian-human-drivers-deadly>

PART 2- Describing the articles:

- Fill in the following table
- Provide 1-2 details for each question
- HINT: Look at page 28 in your textbook at the "Media Literacy & Critical Process" explanation. Number 1: Description maybe helpful!

	Fox News Article	CNN Article	VOX Article
When was each article published or posted?			
List the headline or title for each article.			
What does the headline or title focus on for each article?			

	Fox News Article	CNN Article	VOX Article
If so, what is the purpose of the sub headlines?			
What is the picture choice for each article?			
Is there a video with the article?			
If there is a video, what is the purpose of the video?			
Are there any words Bolded? If so, why do you think they are bolded?			
What parts of the event does the author of this article find most important?			
Do you see anything else that is important around how each article is laid out?			

Fill in the following table based on 2 patterns you noticed in the 3 articles. (HINT: quoting experts, using facts, avoiding opinion, etc.)

	Fox News Article	CNN Article	VOX Article
Pattern 1			
Pattern 1			

Adaptation Examples:

Final Paper Timeline:

- “Chunked out”
- Worksheets to complete
- Various Resources provided

AMS 100: Final Paper Timeline

Due Date:	What is Due:	Where to turn in:
Wednesday, October 31	Final Paper Brainstorm Worksheet	Meet with Chelsea during office hours to share completed worksheet
Wednesday, November 7	Final Paper Source Worksheet	Meet with Chelsea during office hours to confirm sources align with topic
Wednesday, November 14	Final Paper Outline	Can meet with Chelsea. Outline is resource to help you organize your paper. HINT: Make appointment with Writing Center to get help on your Outline
Tuesday, November 27	Final Paper Thesis and Topic Worksheet	Due in class AND on Blackboard
Wednesday, December 5 th	Rough Draft	People to have review your rough draft: <ul style="list-style-type: none">• Chelsea• Peer Tutor• Georgia
Friday, December 14	Final copy of paper	DUE on Blackboard by 11:59pm

Adaptation Examples:

AMS 100

Final Paper Assignment- Brainstorm Sheet

Paper Requirement:

- 3-5-page essay
- You will choose ONE cultural text (TV, movie, music, etc) to analyze through the materials covered in the class.
- Your Topic should reflect American culture or history in some way
- You need to have 2 Sources from outside of class
- You need to have 2 Sources from class

Use the following graphic organizers to help brainstorm your topic

Choosing your topic

What is some topic that you would like to discuss in your essay? (HINT: Think about 3 things you have liked from class)	1. 2. 3.
What cultural text would you like to analyze based on your topic ideas? (HINT: TV show, movie, song, podcast, etc.)	
Decide on what your topic is. (HINT: write a specific sentence on what you want to research further)	
Decide what cultural text you will analyze based on your topic selected. (HINT: What tv show, what movie, what podcast, what music video)	

Final Paper Worksheets:

Choosing your sources

You are required to use 4 sources:

- **2 that you find on your own**
 - These must be credible and scholarly sources such as journal articles or books
 - You may use other non-scholarly sources, but they will not count toward your 4 required sources.
- **2 sources that we have used in class** (readings, and documentary viewings).

For each source write the name of the source 3 main points or facts that you can talk about in your essay:

Source Name:	3 Main Points or Facts:
Outside Class Source 1: Hint: You might want to paste the link to the source. Then you can access it again later	1. 2. 3.
Outside Class Source 2: Hint: You might want to paste the link to the source. Then you can access it again later	1. 2. 3.
Class Source 1:	1. 2. 3.
Class Source 2:	1. 2. 3.

Final Paper Outline

If it is helpful you can use the following outline to help plan your essay.

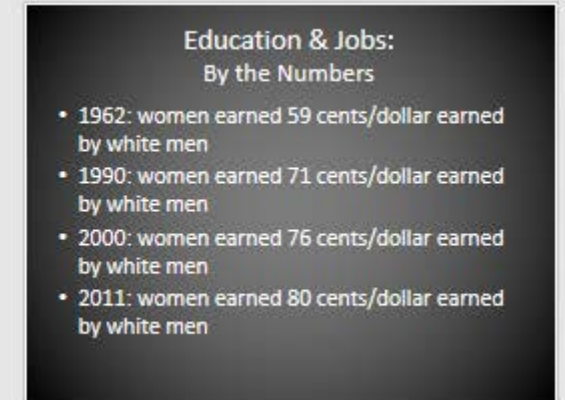
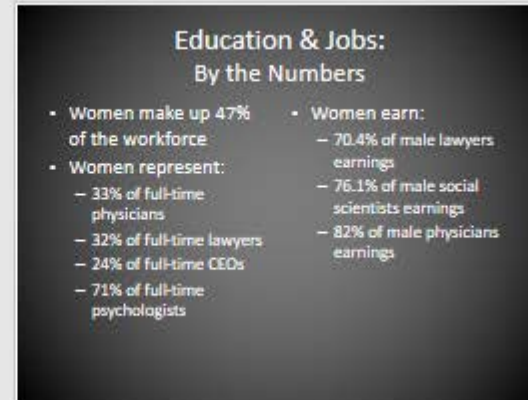
HINT: does not need to be complete sentence; rather a resource to make some notes to organize your paper.

Make sure to include your sources!

- 1. INTRODUCTION:** (Hint: what do you plan to talk about in the paper? Give a short preview.)
 - a. Thesis Statement:
- 2. BODY (HINT: Main points: You should have 3)**
 - a. Main Point 1:**
 - i. Supporting Detail #1:
 - ii. Brief Explanation:
 - i. Supporting Detail #2:**
 - ii. Brief Explanation:
 - b. Main Point 2:**
 - i. Supporting Detail #1:
 - ii. Brief Explanation:

Adaptation Examples:

Social Justice PowerPoint:



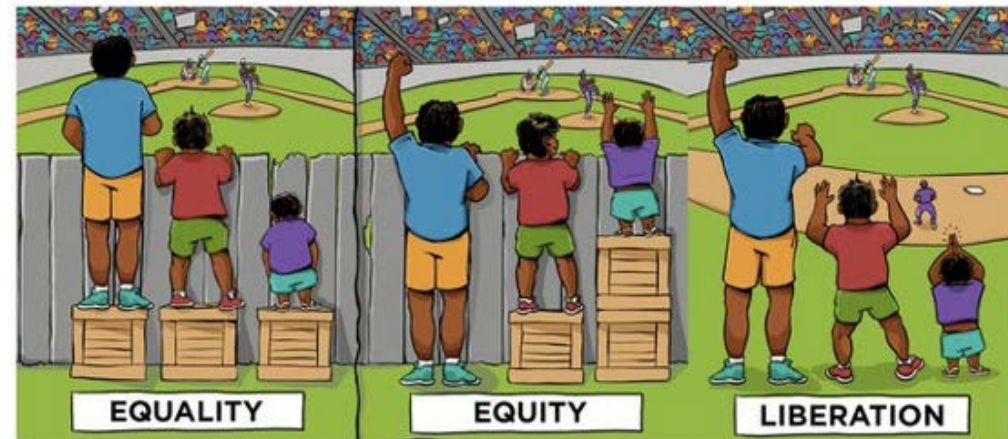
Supplemental Material for Social Justice Unit

Social Justice Presentation

Stereotype: An assumption made about a person before getting to know them. Stereotypes are commonly used but they are often wrong people are very complex. Everyone is different.



Diversity-The differences between people.



Social Justice

How you improve social justice for everyone:

- Don't use stereotypes and don't assume things about people you do not know.
- Understand that people have opinions that are different than your and respect that.
- Understand how your identity may be different from someone else.
- Get to know people who are different than you

How to get involved in social justice at KU:

Adaptive Release on Blackboard



- **Easy way to provide adapted material to student**
- Reduce receiving assignments in different places
- Less Stigmatizing for student

The screenshot shows the Blackboard interface with a context menu open over the 'Adaptive Release' option. The menu items are: Edit, Adaptive Release (highlighted with a red box), Adaptive Release: Advanced, Add Alignments, Set Review, Status(Disabled), Metadata, Statistics Tracking (On/Off), User Progress, Move, and Delete.

Instructional Materials
Place all of your instructional content, a

Examples:

- Assigned readings
- Videos
- Quizzes
- Discussion boards/links to Wikis, B
- Individual/Group assignments
- Tests

Lesson One Assignment
Enabled: Adaptive Release
For this assignment you will

Lesson One Assignment Modified
Enabled: Adaptive Release
For this assignment you will...



Questions???

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